

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



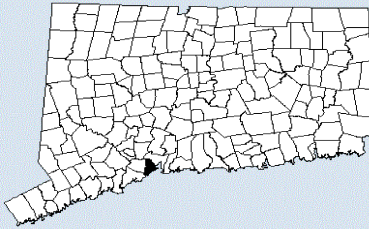
## West Haven School District

Mr. Neil Cavallaro, Superintendent • 203-937-4300 • <http://www.whschools.org>

### District Information

Grade Range	PK-12
Number of Schools	14
Enrollment	6,010
Per Pupil Expenditures <sup>1</sup>	\$12,689
Total Expenditures <sup>1</sup>	\$91,372,333

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
 (2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,920	48.6	48.3
Male	3,090	51.4	51.6
American Indian	*	*	0.2
Asian	218	3.6	4.6
Black or African American	1,335	22.2	12.9
Hispanic or Latino	1,952	32.5	21.2
Pacific Islander	*	*	0.0
White	2,261	37.6	58.4
Two or More Races	229	3.8	2.3
English Language Learners	681	11.3	5.7
Eligible for Free or Reduced-Price Meals	3,465	57.7	37.3
Students with Disabilities <sup>1</sup>	843	14.0	12.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	416	14.7	163	5.5
Male	441	14.9	321	10.3
Black or African American	205	15.8	171	12.7
Hispanic or Latino	278	14.7	167	8.5
White	310	14.3	128	5.6
English Language Learners	75	10.9	27	3.9
Eligible for Free or Reduced-Price Meals	630	17.6	367	9.6
Students with Disabilities	190	23.3	101	10.4
District	857	14.8	484	8.0
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 370**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## West Haven School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	382.7
Paraprofessional Instructional Assistants	51.5
<b>Special Education</b>	
Teachers and Instructors	77.0
Paraprofessional Instructional Assistants	108.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	11.0
School Level	21.8
<b>Library/Media</b>	
Specialists (Certified)	6.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	29.5
Counselors, Social Workers and School Psychologists	36.5
School Nurses	16.0
Other Staff Providing Non-Instructional Services/Support	246.0

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	1	0.2	1.0
Black or African American	18	3.2	3.5
Hispanic	13	2.3	3.6
Native American	0	0	0.1
White	536	94.4	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	7.2
White	*	*	18	12.7
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	10	6.1
Students with Disabilities	0	0	0	0
District	11	3.3	38	10.9
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	26	35.6
Emotional Disturbance	25	37.3
Intellectual Disability	14	60.9
Learning Disability	248	91.5
Other Health Impairment	84	72.4
Other Disabilities	57	47.9
Speech/Language Impairment	166	92.7
District	620	73.1
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## West Haven School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	78	1.1	1.4
Emotional Disturbance	67	1.0	1.0
Intellectual Disability	23	0.3	0.4
Learning Disability	272	3.9	4.2
Other Health Impairment	117	1.7	2.5
Other Disabilities	151	2.2	1.0
Speech/Language Impairment	203	2.9	1.9
All Disabilities	911	13.0	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	12	1.3	2.8
Private Schools or Other Settings	104	11.4	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	48,544,409	8,065	8,769
Instructional Supplies and Equipment	1,491,002	248	275
Improvement of Instruction and Educational Media Services	2,560,590	425	487
Student Support Services	4,320,641	718	965
Administration and Support Services	5,882,517	977	1,600
Plant Operation and Maintenance	14,852,906	2,468	1,472
Transportation	4,749,504	630	786
Costs of Students Tuitioned Out	7,314,542	N/A	N/A
Other	1,656,222	275	178
Total	91,372,333	12,689	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	3,762,282	625	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,996,641	37.4	35.6
Noncertified Personnel	3,214,465	13.4	14.5
Purchased Services	426,405	1.8	5.0
Tuition to Other Schools	6,989,691	29.0	21.4
Special Ed. Transportation	1,079,066	4.5	8.5
Other Expenditures	3,360,557	14.0	14.9
Total Expenditures	24,066,825	100.0	100.0

PK-12 Expenditures Used for Special Education	26.3	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	41.2	39.7
State	53.1	54.4
Federal	5.4	5.7
Tuition & Other	0.2	0.2

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2013-14

## West Haven School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	65.1	62.4	61.8	60.5	.	.	.	.	
Hispanic or Latino	64.2	64.0	66.0	64.6	.	.	.	.	
English Language Learners	48.7	45.1	52.0	49.7	.	.	.	.	
Eligible for Free or Reduced-Price Meals	64.8	64.3	65.1	63.2	.	.	.	.	
Students with Disabilities	40.6	39.0	42.4	39.3	.	.	.	.	
High Needs	63.6	62.9	63.9	61.9	.	.	.	.	
District	71.6	70.4	71.5	69.1	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	53.9	56.4	51.1	53.2	.	.	.	.	
Hispanic or Latino	56.5	56.3	57.4	56.9	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	56.9	55.1	55.1	54.0	.	.	.	.	
Students with Disabilities	31.0	26.3	22.8	28.3	.	.	.	.	
High Needs	55.4	53.8	52.5	53.0	.	.	.	.	
District	64.8	61.8	59.8	60.7	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	77.6	71.1	61.5	76.3	1,520	72.0
Curl Up	72.5	60.5	86.1	74.4	1,520	72.7
Push Up	47.5	42.7	50.6	63.1	1,520	50.1
Mile Run/PACER	66.7	51.1	59.5	45.2	1,520	56.5
All Tests - District	30.5	19.5	26.3	33.3	1,520	27.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## West Haven School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	110	75.5	69.5	Yes	71.9
Hispanic or Latino	114	60.5	63.2	No	66.3
English Language Learners	27	55.6	70.0	No	72.4
Eligible for Free or Reduced-Price Meals	299	62.5	64.4	No	67.3
Students with Disabilities	42	52.4	59.3	No	62.7
District	439	69.7	72.3	No	74.5
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	75.4	64	18.3
Male	55.4	45	13.6
Black or African American	69.5	14	8.5
Hispanic or Latino	53.3	19	9.6
White	68.8	59	21.7
English Language Learners	21.9	0	0.0
Eligible for Free or Reduced-Price Meals	60.6	31	9.1
Students with Disabilities	*	*	*
District	65.7	109	16.0
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	67.3	89.5
Male	57.5	71.3
Black or African American	63.6	83.0
Hispanic or Latino	67.1	69.8
White	59.6	87.8
English Language Learners	63.6	*
Eligible for Free or Reduced-Price Meals	57.1	80.0
Students with Disabilities	36.4	*
District	62.5	82.0
State	72.7	88.5

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2013-14

## West Haven School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The West Haven Board of Education has embraced the State Department of Education's school improvement initiatives commonly known as the Connecticut Accountability for Learning Initiative (CALI). The research-based process to improve student achievement for all youngsters is being implemented in all schools, grades PK-12. Professional development is grounded in this research base and provides teachers with teaching strategies, data driven decision making tools, curriculum design and student assessments. West Haven has made a commitment to a five year plan which focuses on the CALI research-based plan.

The West Haven Board of Education continues to concentrate its efforts on aligning our PK-12 curriculum in the areas of language arts and mathematics, in the Common Core State Standards, with the goal being to increase equitable access to the content for all youngsters. The efforts to improve student learning for all youngsters, regardless of their educational need or handicapping condition, is reflected in our curriculum which is grounded in educational and scientific research; reflects state and national Common Core Standards; differentiates instruction utilizing a variety of research based strategies; and, is consistently followed across all schools and across all grade levels. Particular emphasis is on early literacy programming and support specifically to our K – 2 teachers.

In the area of special education, we strive to keep our youngsters within our district and deliver the most appropriate instructional resources within the least restrictive environment. Our curriculum is designed to address the differing needs of all youngsters and in most cases, is appropriate for our special education population. Toward this end, we began the process of providing all classroom teachers with the training necessary to instruct our youngsters utilizing a variety of research-based strategies, as well as to best prepare our youngsters to access the curricula content. Professional development activities continue to focus on the development of teacher expertise to address all student needs, regardless of handicapping conditions and are inclusive of the general education staff.

Student truancy is addressed utilizing a variety of methods, both preventive and reactive. Parents are informed each year of the district policy regarding truancy and its effects on progressing through to the next grade, as well as credit implications at the secondary levels. Handbooks are distributed on line, as well as hardcopy, and are reviewed with students during the first week of school. Parents are contacted via school messenger each day of absence, with a follow up phone call to parents after a minimum of three absences. At the elementary level school social workers monitor attendance and personally meet with parents early in the school year to clarify the importance of school attendance. Power School provides a venue for parents to monitor student performance and attendance on a daily basis. Preventive measures also include a responsive classroom environment to ensure no one child falls through the cracks at both the high school and the elementary school.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2013-2014 year, many opportunities continue to be offered at schools designed to reduce racial, ethnic and economic isolation. Most importantly, our efforts to exposed students and their families to multiple educational, social and emotional supports have broadened awareness, thus an increasing accessibility of equal educational opportunities.

The West Haven School District continues to build on the sense of community, which has been present for decades, and is best typified by the numerous family and community academic, social and recreational activities held at the schools. Efforts to support and engage families across economic and cultural divides include regularly scheduled international nights; school-wide research project celebrating different cultures; family math and literacy nights; storytelling events for families; tours of the Yale campus; partnerships with both the University of New Haven and Yale University; and other informational sessions and workshops, which are designed to involve all parents in their community schools in an effort to reduce not only racial and ethnic isolation, but equally as important, economic isolation.

All programming is designed to involve parents in their community schools in an effort to reduce not only racial and ethnic isolation, but equally as important, economic isolation. The West Haven District Wide Plan for Improvement has one goal which focuses on community involvement and support to parents. We continue to support School Governance Councils at all schools, not just at those schools required by State statute.

West Haven's youngsters continue to be represented and involved in the State Inter-district Cooperative Grant Programs through a variety of activities between urban and suburban school districts' student and teacher populations. These are year round student and staff activities, which focus on cultural awareness through cross-community involvement activities utilizing specific content areas, such as the science, as a common instructional vehicle. Additionally, West Haven youngsters continue to participate in a variety of state sponsored choice options, such as the inter district magnet school efforts, which are designed to reduce racial, ethnic and economic isolation.

# District Profile and Performance Report for School Year 2013-14

## West Haven School District

### **Equitable Allocation of Resources among District Schools**

The West Haven Board of Education continues to allocate funds to its schools on a per pupil basis. School administrators and central office staff work together to develop a budget that is designed to meet the needs of a particular school community and its student population. The budget process takes into account the needs of the buildings as they relate to programs and initiatives offered throughout the district, as well as the educational, social and emotional needs of the student population. Each school budget is designed to ensure comparable resources are distributed across the buildings. It is the responsibility of the district-wide content area coordinators to implement major curriculum changes and related professional development in such a manner to ensure equal access of content for all youngsters in the District.

The West Haven School System is focused on appreciating the uniqueness in all of our schools; however, the allocation of resources is standardized. The West Haven Board of Education is committed to ensuring equal access to not only the curriculum, but also to the equitable allocation of all resources, such as technology.